

Contribution of Religion and Media Awareness in Building Character Appearance in the Family, Campus, Community, and in the Self (Study of Student Perceptions in Yogyakarta)

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Abstract

This research aims to: (1) describe the contribution of religion and media awareness in building character of students in Sleman Yogyakarta, (2) Describe the environmental factors as contributors to student character, (3) describe the appearance of the character of the students in the environment, (4) to correlate the work of parents, residence, provided students with character appearances. The results showed a major contribution to the religious character of the students while contributing less media. The family provides the largest contribution to the character of students in Yogyakarta. There is a significant relationship between parental job with the character of student performance in Yogyakarta. As for the state of the house there is no relationship. Origin student no significant relationship. The results of the analysis of data did not specify any kind of work of parents. The research concludes that the family is the strategic environment in shaping the character of the students and suppress the appearance of the character. Therefore important to empower families.

Key words: Religion and Media, Character, Environment

Introduction

A person's character can be seen from its environment, it appears from (1) the way a person presents itself, and (2) the way person's reaction in response to its environment. The way one presents itself can be identified by the indicator "normative human behavior". In addressing the environment, there is an interaction mechanisms between response and impact on someone. Environmental impact in the form of symptoms that can affect a person's value. The strong influence of impacts on a person, it is determined by the magnitude of the response of the people. The response itself is essentially mirrors the basic character of the person. The result of the interaction between the impact and the response characterizes a person's character.

Impact of weak-strong response, more colored characters displayed by the basic character of the man. Impact of weak-weak response, weak pull occurs between impacts and responses, the character color is determined by the situation that person for a moment, a small color and character of the impact of the response, so the color of the character is not clear from the impact or influence the response. Environmental impact of both families, communities and schools can be declared to have contributed to the formation of one's character. Response form and the innate character of the educational outcomes of environmental conditions is a real character of a person. The character is a character who is declared effective a person to the environment. This process also produces education will build a person's character.

Problems

"Is the character of religious life colored by her/his social person in the family, community or campus? Is the environment a more homogenous religion has a different character colors contribute to the community and school are more heterogan religion?". More detailed above problems are formulated as follows.

1. How is the character of the students who contributed by the media, the family, the community **college, the community, yourself?**
2. How does the appearance of the character of the student in the home environment, the campus, and the community-contributed media and religious consciousness?
3. Is scalable environment, media, and religious consciousness reflect the character and appearance of the character?
4. How is the correlation between the work of parents, home state, home to the area of student character and

appearance of the character?

Aims

1. To know the elements of the environment that students have the power to establish a normative character.
2. To find out how much potential contribution can be empowered in order to build a good character for the nation.
3. To find out how much an element of Religion and Media coloring contribution a person's character formation.

Literature Review

1. Perceptions of students about character

Perception comes from the word "Perception" in English, which means the process by roomates person to be aware (Hornby, Garenby, Wakefield, 1963). The context of this study are expected to be aware of students assess themselves against the problem of "character". Etymologis, the character comes from the French "Caractere" meaningful "Personality" or "Personality" (<http://en.wiktionary.org/wiki/karakter>). If we agree that both the character and personality are same meaning, so we take the idea of Hurlock (1978:1) "both personality and character as a practical force that determines the success or failure of one's life. Personality and character are mysterious aspects on someone wrapped in a traditional culture that carried throughout his life.

According Djohar (2011a),

Based on the "Ecology of Education", we can express the character of every human discourse formation of (1) cultural capital that was taken as a child, and (2) the impact of the environment, and (3) the power of individual people respond to their environmental impact.

Djohar further stated:

The development of human civilization is determined by the state of his family environment, the state of its neighboring communities through its global environmental conditions. The interaction between the person's self with the environment that will kedaan personal coloring, as well as personal luggage.

According Djohar (2011 b)

A person's character is not sterile, but contextual in national life, so the characters are not described cumulatively as theoretically described above, but involves (1) the character of the human person as a citizen of the nation, (2) human characters as components of the nation, and (3) the character of man as a component of the state. The three indicators that this character will be revealed through this study.

In association with the character of the nation, Djohar (2011c) explains as follows:

National character is interpreted as normative moral character build Indonesian nation today, as a local culture that is only owned by the Indonesian people. That is character building "national character", as a character who can foster a sense of national solidarity, a sense of unity and national unity, recognition of the red and white flag, recognition and loyalty on Pancasila and the 1945 original, and recognition of national unity and pride against the Indonesian national anthem.

2. Basic character

Humans have basically the nature or the nature of the kinds of things that were taken from birth, including his character, which is the nature of "human nature" them. According to Hjelle & Ziegler (1981:1), in the limit of each culture, the appearance of human nature that vary in terms of values, aspirations and lifestyle of humans. Humans have tried to explain "human nature" that is Astrology, Theology and Philosophy. Scientifically more value-laden personality psychology, character besides being charged Psychology also charged expression of the heart. Both the potential to build a person's attitude that impact its implementation appears in a person's behavior. 're Individualiti more coloring someone's identity, so much color as self-expression or appearance of a person. So the charge behavior in more prominent individuality. Although all three symptoms appear on a person's behavior. According to Character Counts (<http://charactercounts.org/sixpillars.html>) in 2012, stated the "The Six Pillars of Character": (1) trustworthiness, (2) Respect, (3) Responsibility, (4) Fairness, (5) Caring, (6) Citizenship.

3. Character development

Human nature includes many things, including the nature of the human character. Human nature that can initially developed by environmental influences including through experience and learning through scientifically. Development of a person's character arising from the increasingly complex social life, which when linked with ecological picture of the process of education is the result of interactions between the nature of the child with its environmental impact.

According to Hurlock (1976: ix-9) can be summarized his view of the personalities who have in common with an understanding of the following characteristics: (1) The pattern of personality development occurs through a

process of learning from experience. (2) the innate human nature has a role to gain experience of the environment. (3) The development of accompanying physical personality, which involves two phases of life is (a) puberty, and (b) when entering old age. (4) The development of personality is determined by the "self-concepts" or human nature and treatment of the environment. (5) learning experience that characterizes the "self-concepts" was obtained from the parents, siblings, and other members of family. (6) "Self concepts" is embodied in the "symbol of the self", such as how to dress, how to talk, how to use leisure time, and how to gain a reputation. (7) The development of personality is determined by the figure that is formed early in life, and it This determines the color and not the good kind of personality further. (8) The determinants of personality development of the child is the cultural factor of environment. (9) Effect of heredity and environment both color personality development. (10) To determine the changes in the development of one's personality is used way of longitudinal studies.

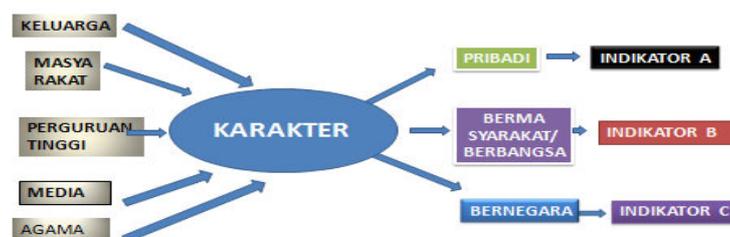
4. Success of Character Education

The success of character education can be presented models written Mulyana (2011:11), which is expressed as an indicator of Competency Standards. Here is the model for one of the competency standard on one level education in Indonesia (Junior High School) as follows: (1) the teachings of religion according to the stages of child development, (2) Understand the advantages and disadvantages of self, (3) shows the attitude of trust self, (4) Comply with social rules that apply in the wider environment, (5) Appreciate the diversity of religions, cultures, ethnicities, races, and socioeconomic groups in the national scope, (6) Finding and applying information from the surrounding environment and other sources logically, critically, and creatively, (7) Demonstrated ability to think logically, critically, creatively, and innovative, (8) Demonstrated ability to learn independently according to its potential, (9) Demonstrated ability to analyze and solve problems in everyday life, (10) describe the natural and social phenomena, (11) Utilize environmentally responsible is lacking, (12) Applying the shared values in society, nation and the state for the realization of the unity of the Republic of Indonesia, (13) Appreciate works of art and national culture, (14) Valu job duties and have the ability to work, (15) Apply clean living, healthy, fit, safe, and enjoy free time well, (16) Communicate and interact effectively and mannered, (17) Understanding the rights and responsibilities of self and others in the association in the community and respect the differences of opinion, (18) shows a penchant to read and write a short simple script, (19) Demonstrate skills listening, speaking, reading, and writing in the language Indonesia and simple English, (20) Mastering the knowledge necessary to participate in secondary education, (21) has the entrepreneurial spirit.

Method

1. This study is the nature of "Ex post facto" to collect information from the respondents in this study shortly.
2. Respondents are considered to have a student who is able to judge for itself about her character and the shift over the years.
3. From the above requirements, then the respondent drawn at random from the students in Yogyakarta.
4. To know that the religious element is one factor that builds character, then the respondent is taken from Public Universities and Colleges of Religion.
5. Some of the indicators measured characters (there on the paradigm below).

Research Paradigm



Picture 1. Research Paradigm

Personal character (Indicator A): Honest, Discipline, Order, Be good, good minded, well behaved, hard working,

independent, creative, democratic, Want to know, Patience, Open, impersonal, sense of responsibility, strong Religiosity, Fond of reading and write. Character of community / nation (indicator B): Togetherness strong, good with everyone, Love to help, like giving, Favour of the people, against humanity Responsibility, Respect achievement / success, peace Love, Care. Character state (indicator C): Respect flag, has a Pancasila behavior, Respect national anthem, against disintegration, love the motherland, love the people, Respect all Religions.

Result

1. Whole Character Description (Total) Students In Yogyakarta, contributed by the Media, Environmental Family, School, Community, and Ourselves.

Character illustration student in Yogyakarta are contributed by the media, religious awareness, family environment, school environment, society, and the environment itself (Figure 2).

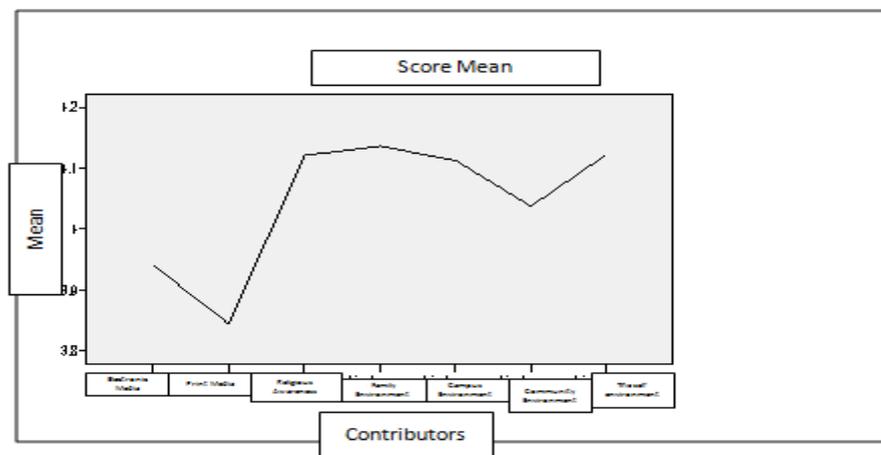


Figure 2. Total characters (Total) is contributed by the Media, Religious Consciousness, Environmental Family, School, Community, and Ourselves

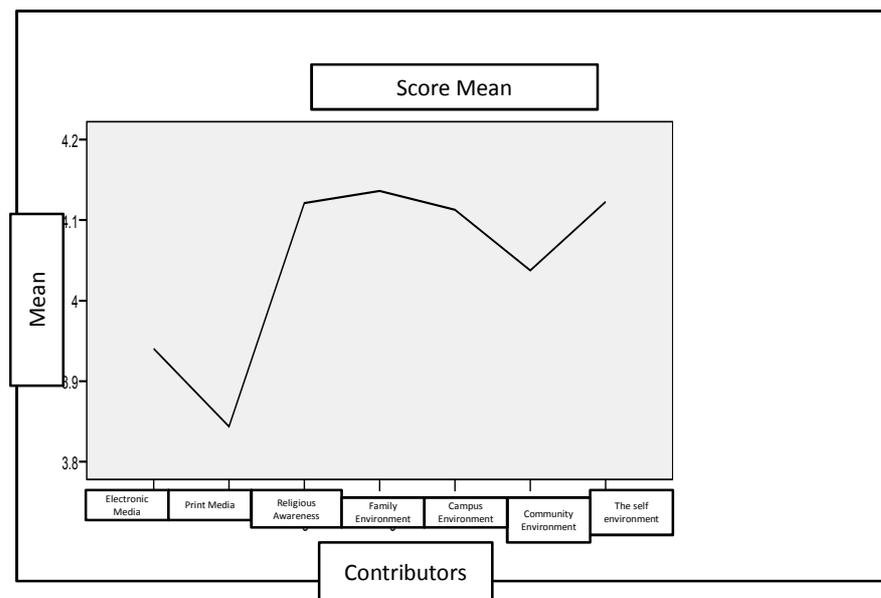


Figure 2. Total characters (Total) is contributed by the Media, Religious Consciousness, Environmental Family, School, Community, and Ourselves

From the figure above it can be seen that the highest position is the family environment. This means that the family provides the largest contribution to the character of students in Yogyakarta. While the lows are in the print media. This means that the print media contribute the smallest compared to other contributors.

2. Each Character Description: Character Personal, societal, and Stateless Students in Yogyakarta, contributed by religious consciousness, residence, educational background, and Media.

Character illustration student in Yogyakarta are contributed by the media, religious awareness, family environment, school environment, society, and the environment itself.

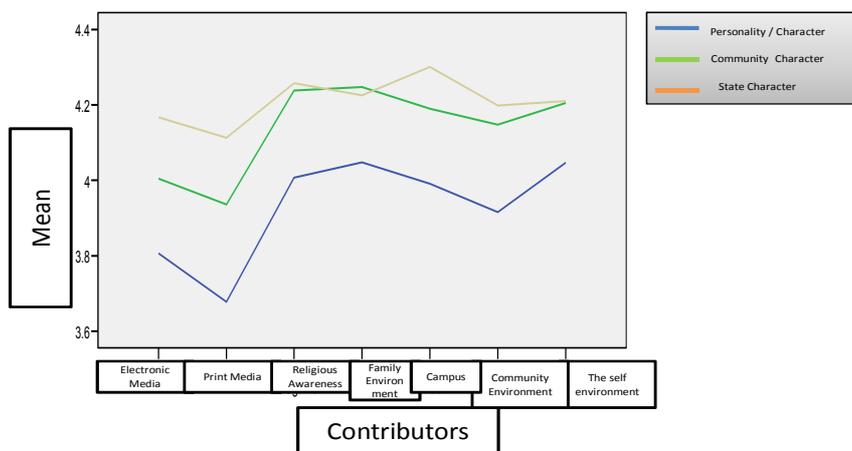


Figure 2
 Character Personal, societal, Stateless-contributed Media,
 Environmental Family, School, Community, Ourselves

From the figure above it can be seen that the character of private and societal character has the same pattern, although the magnitude different. For most of the two characters is contributed by the family environment, and the smallest was contributed by the print media. As for the character of Stateless have different patterns with two other characters, namely Personal character and societal character. For most of the Stateless character contributed by the school environment, and the smallest was contributed by the print media.

3. Character Appearance Description (Total) is contributed by the Media and the Religious Consciousness

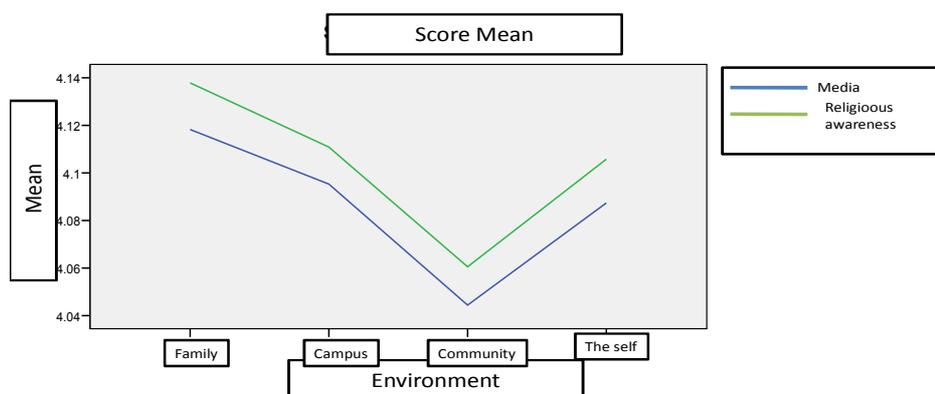


Figure 4
 Character appearance In Environmental Family, School, Community, Self-contributed Media and Religious Consciousness

From the figure above it can be seen that the pattern looks the same character between media influence and religious consciousness. The difference is the contribution of both aspects. Media contributed less than religious consciousness. Appearance of the character in the position to show the lowest, while in the highest family lingkungan. Character appearance high school students in Sleman district in the school environment and yourself showed balanced position, but not as high as the family environment.

4. Description Aspects (measured Environment, Media, and Religious Consciousness) Reflecting the Character Students In Yogyakarta

This study also conducted a detailed analysis and detail associated with every aspect / reflector character. Aspects that build reflector (Environment scalable, media and religious consciousness) they are called sub aspects or sub reflectors.

Table 1
 Description Index Environmental Reflections on the Environment Every Measurable Elements

Reflectors	Index
Electronic Media	0.63
Environment Yourself	0.88
Print Media	0.65
Religious Consciousness	0.89
Family environment	0.95
School Environment	0.91
Community Environment	0.91

Data Processed Magic Solver, 2000 (July 2012). Lisrel program

5. Correlation between Parents Work, Home State, and Local Origin Students with Character Appearance

There is a significant relationship between parental job with the character of student performance in Yogyakarta. As for the state of the house there is no relationship. Origin student no significant relationship. The results of the data analysis did not specify any kind of work of parents. Type of work their parents are as entrepreneurs, employees, teachers, professors, police, military, officials, farmers, and merchants. Based on the analysis of data about the state of the relationship between students' character look as follows: (1) The number of families living in one house, (2) The number of older people who are elderly (> 50 years). (3) The state of the father (still alive / dead) with the character of the students, (4) The state of the mother (still alive / dead), (5) The state of the father (stepfather), (6) The state of maternal (step), (7) number of siblings (biological), (8) Number of siblings (half), (9)

Total other (auxiliary), (10) Harmony live together in a house with character students look insignificant.

A. Discussion

1. Contributions Character

Family environment memberikakan greatest contribution to the character of the students in Yogyakarta. While the print media contribute to smallest. When we have a thought for character development efforts towards empowering the nation's children, it seems to be an element of a family environment strategic element. Empowerment within the family environment, should also be counting on family harmony for "nuclear" or "extended family". Most students still have control character, if there is the impression of the character of our children is negative it is colored by the act of a small portion of those too in climate resulting exposure to surface, so that the behavior of our children to be polluted.

Personal and societal character more contributed by the family environment, family environment coloring means the personal character of students in Yogyakarta and in public life who have had a normative culture, and norms that have been adopted and applied in family life. While a small contribution to print media and societal Personal character. When examined print media appearances over the years, seemed more prominent role in giving students the environment is limited to the delivery of real news or not presenting his review stating the conditions of cultural norms that can be adopted by students. As for the character of the Stateless contributed by campus environment. State of consciousness is taught in college courses through Pancasila, so it is natural that the character is more colored state student contribution by campus environment. Print media gives the smallest kontribusi Stateless character, because more print media featuring news on the issue of government activity on the problem of consciousness state. Sequence of characters, of which the largest was found that: (1) Character Stateless, (2) societal character, and (3) Personal Character.

2. Character appearance

Result of the contribution of environmental character of students, we look at his performance in the environment: (1) the home, (2) campus (3) community, and (4) environmental yourself. The appearance of the character of students who contributed by Media and Religious Consciousness "Very Big". Of four scalable environment, the appearance of the character's largest student while in a family environment. Appearance means that character occurred in the family environment. This situation can be expressed in the families that "pressure" or pressure is felt most by the student culture, because they controlled daily by parents and mothers boarding. Pressure is assumed to occur over loose on campus, more so in the freest society and was happen to himself. Is this state in accordance with what is happening on the ground? If it does not fit, then it means the student is still not able to free themselves from the context of its environment. This happens to be associated with the level of public kepedualian the person's behavior, in the communities in child / student feels more permissive behavior without control in the show, so the show in the community is more colored by the character himself. Appearance of the character the best student when he was in a family environment, and the lowest in society, both of which contributed by the media and religious awareness. And control means controlling parents still felt for her character appearance. In the family environment, students are more careful. 're Permisifnya society, causing uncontrolled or not terawasinya student behavior when appearing in public. However, greater religious awareness contributes to the appearance of the character of the student media. Special properties of a more general religion and has been known by many people, making our children no psychological pressure on the performance of character diversity awareness in the community, which gives a special profile in responding to student behavior and social life of religion, so the religious consciousness show character greater. In sequential appearance of the character can be presented as follows: (1) appearance in the home environment, (2) in the campus environment, (3) environmental self themselves, and (4) in the community. Means the student felt pressure against her character's appearance, occurred in a family environment, more loose on campus, and more loose again on her own, and the most permissive in society. While ideally the environment itself should be the environment for the appearance of the characters themselves most free, if satisfied that the person's condition has been completely free from the influence of the environment. There is a significant relationship between students' parents work with Character and Appearance character. There is no family relationship between the state of the character and appearance the character of students. Family harmony did not color the character of its citizens, both in the role and contribution in terms of the role of appearance. This might be due to a culture of tolerance we are big enough, so we did not question the things that touch the feelings, offense, and honor the life of each family. Means the social condition of family psychology quite awake. There is no relationship between the origin area students with the contribution of his character, but there is a relationship between Origin signifikan area with character appearance. Globalization is not a factor

closest to the difference between the student contribution character of the village and the town. In contrast to the appearance of his character, can be attributed to cultural differences between rural and urban communities. Most villages there is still concern among many members of the community, but the city public concern has faded noticeably and increasingly selfish society, know but do not care about their own business. So for students from rural areas are still merasakan the cultural gap with students from urban areas.

Conclusion

1. Family is the most strategic environment in the student contribution and character appearances. Families have the authority to control of the child's character.
2. Family environment also became the most giving pressure to the appearance of the character. Appearance of more normative character revealed in the family environment.
3. Environmental community is the lowest in the appearance of the character, associated with fewer members of the public concerned for the person's behavior.
4. In the religious consciousness apparently feels the pressure to show that having religious character, have been associated with religious norms understood by most members of society.
5. Campus role against both contributions and appearance of the character is under the home environment and in the community.
6. In present themselves, Environmental yourself not completely sterile environment in the context of the contribution as well as the appearance of the character.
7. Character of students in Yogyakarta are in good level, which means the negative impressions (if any) to the student profile may be due to the negative act of pollution fraction of students.
8. Family harmony was still tolerable condition of the contribution of student character and appearance, means of psycho-social conditions ensure the comfort of the family still lives in the family student.
9. Parents work, although it can not be expressed by the relationship between the type of work which is displayed on the character, it has a significant relationship.
10. Between students from the village to the city, there was no difference in the character of contributions but significant appearance, which explains that access to culture has made people everywhere, but the culture of student ownership of the village with the town children can still be perceived gaps.
11. Associated with reflective index of the media, religious awareness and measurable environment (home, campus, community, and the environment itself), it can be concluded that:
 - a. All variable components linked to the development of character, although the magnitude of the role is not the same. That relationship is expressed by the reflective index.
 - b. All environmental factors (measurable) which has a capacity of contributive to the character symbolized by "impact".
 - c. The relationship between the characters and the component subsystems contributor to the character expressed also as "reflective index".
 - d. Among the measurable environmental apparently everything except environment of the self correlated with one another.
 - e. Environmental the self free from its correlation with other environmental, according to theory, which proves that the environment itself is a sterile environment context with its surroundings. Although in this study is not yet fully liberated.
 - f. To structured environment, in the reflective index subsystems are equally high, the family environment has a reflective index of the potential, in the middle of another potential, which means that the family became the most strategic component in the development of the character and appearance of our children, both positive character or characters negative.
 - g. The role of the media, the reflective index of all potential factors for the development of children's character, but most of the people and the environment is indicated by environment of the self, this means that the two factors we need more careful supervision of the habitual use of media.
 - h. Against religious awareness among the high reflective index, which is the highest in the show by campus, meaning the campus has the most power potential in the development of the character and appearance of colored students in the environment, because this is where people are still able to control the behavior of normative religion of each person.
 - i. Among the sub-factor media and religious consciousness, all of which occurred correlation, although the magnitude of the association varied weak ties to strong ties.

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